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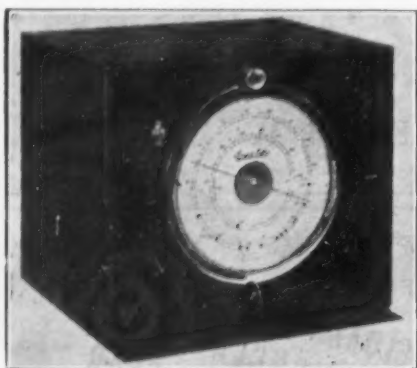
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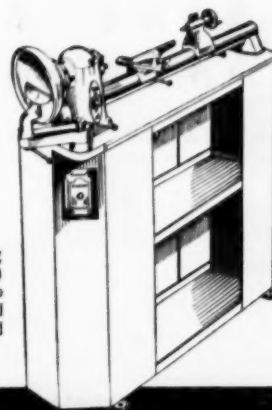


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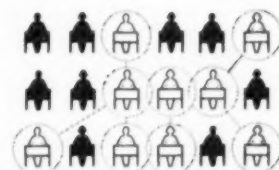
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AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,327. Vol. CXLV.

OCTOBER, 1952

National Association of Divisional Executives Sixth Annual Conference

The Sixth Annual Conference of the National Association of Divisional Executives for Education was held at Morecambe from September 24th to 26th.

Delegates were welcomed by the incoming President, Alderman J. H. Knaggs, J.P., C.C., and good wishes for the success of the Conference were expressed by Mrs. K. M. Fletcher, Chairman of the Lancashire Education Committee, Mr. A. L. Binns, Chief Education Officer for Lancashire, Alderman J. Welch, Chairman of the Morecambe and Lancaster Divisional Executive, Mr. Ronald Gould, General Secretary of the National Union of Teachers, and Alderman J. Williams, President of the Association of Education Committees.

The first Conference Session was opened by the Retiring President, Alderman Miss C. F. Winterbotham, M.B.E., J.P., and a cordial welcome to Morecambe was very charmingly given by His Worship the Mayor, Councillor N. Edmondson, J.P., who expressed regret that Alderman R. W. Williams, Vice-Chairman of the Morecambe Divisional Executive, was prevented from attendance on account of ill health. It was decided to convey to Alderman Williams the best wishes of Conference for his recovery.

The election of members of the Executive Committee and Officers for the year 1952-53 was announced as follows:

President: Alderman J. H. Knaggs, J.P., C.C.

Vice-President: Alderman T. W. R. Procter, J.P., F.C.I.S., F.L.A.A.

Imm. Past President: Alderman Miss C. F. Winterbotham, M.B.E., J.P.

Secretary: Dr. L. F. W. White, B.Sc., Barrister-at-Law.

Treasurer: Dr. J. Ewart Smart, O.B.E., M.C., M.A., B.Sc.

COMMITTEE MEMBERS ELECTED TO REPRESENT VARIOUS REGIONS.

Region 1. North-Eastern England.—Councillor Mrs. T. Todd, M.B.E., J.P. and Mr. P. Muir, M.A., B.Sc., M.Ed.

Region 2. Yorkshire West Riding.—Alderman E. R. Hinchliffe and Mr. H. Thorpe.

Region 3. Lancashire.—Councillor W. J. Heal and Mr. A. B. Mills, B.Sc.

Region 4. West Midlands.—Alderman A. J. Pugh and Mr. H. L. Morris, B.A.

Region 5. East Midlands.—Alderman Mrs. E. E. Wainwright, O.B.E., J.P. and Lt.-Col. R. Heath-Smith, O.B.E., B.Sc.

Region 6. Eastern England.—Alderman Mrs. J. Hammond, O.B.E., J.P. and Mr. J. Tillet, B.A.

Region 7. South-Western England.—Mr. H. W. Hale, B.Sc. and Mr. F. W. Blackburn, M.A.

Region 8. South-Eastern England.—The Rev. F. W. Jordan and Mr. J. L. Smith, O.B.E., B.Sc.

Region 9. Middlesex.—Councillor T. J. Brennan and Mr. J. Compton, C.B.E., M.A.

Region 10. Wales.—County Alderman Llewellyn Heycock and Mr. Evan Davies, M.A.

MEMBERS ELECTED ON A NATIONAL BASIS:

Mrs. P. N. Paine, Mrs. O. A. Williams, J.P., M.A.; County Alderman E. Taylor, M.B.E., J.P.; Mr. J. H. Slatcher, M.B.E., B.A.; Mr. S. C. A. Webb, LL.B., Barrister-at-Law.

The Retiring President then installed the new President, Alderman J. H. Knaggs, J.P., with the Badge of Office, and his first act was to present a replica of the Badge to Alderman Miss Winterbotham and to express to her the thanks of the Association for her services during the past year.

Alderman Knaggs, before delivering a most thoughtful and stimulating Presidential address, referred to the recent death of Mr. George Tomlinson, the late Minister of Education, and members of Conference stood for a moment in silence as a tribute to his memory.

Guest speakers at the Conference were Mr. Ronald Gould, M.A., General Secretary of the National Union of Teachers, who spoke on "The Prospect for Education," Mr. Ben. S. Morris, B.Sc., Ed.B., Director of the National Foundation for Educational Research, on "The Role of Research within the Education Service," and Professor Philip E. Vernon, Professor of Educational Psychology in the University of London, and Dr. J. J. B. Dempster, M.A., Deputy Chief Education Officer for Southampton, on "Selection for Secondary Education." The contributions made by these guest speakers were greatly appreciated by the Conference.

A vote of thanks to the Officers and the Executive Committee for their work during the past year was moved by Mr. H. Collinson (Central Surrey) and seconded by Councillor Major R. J. D. Manders (Ilford).

It was decided to hold the Seventh Annual Conference at Weston-super-Mare during September, 1953.

CONFERENCE RESOLUTIONS

Among the Resolutions considered by the Conference were the following:

Supply and Training of Teachers.—"That this Conference views with concern the shortage of teachers, which is likely to become more grave during the next few years. It urges that improved arrangements for the training of young people leaving secondary schools of all types and of older students wishing to enter the profession should be introduced."

The case for this Resolution was ably argued on behalf of the Executive by Mrs. O. A. Williams, J.P., M.A. (Lancashire), and by Mr. J. H. Slatcher, M.B.E., M.A., (Lowestoft), and carried, after amendments in the following terms had been defeated:

"That the following words be added: '... provided that the standard of entry is maintained.'—Submitted by the Mexborough and District D.E., West Riding of Yorkshire.

"That the words 'young people leaving secondary schools of all types and of older' be deleted.—Submitted by the South-Eastern Durham D.E.

School Attendance.—"That this Conference requests the Minister of Education to discuss with the Lord Chancellor's Department the question of parents whose children did not attend school regularly in spite of repeated prosecutions."—Submitted by West Riding D.E. No. 19.

"That Conference supports the endeavour of Lancashire D.E. No. 16 in their endeavour to bring about a solution to the lack of interest being shown to the problem of children not being encouraged to attend at school; calls for stronger punishment being inflicted in cases where parents are repeatedly warned for non-attendance of children at school; feels that the penalties meted out by Magistrates at the moment fail, in many cases, lamentably; and considers that the time is ripe for applying for a review of the maximum fines applicable in such cases."—Submitted by the Lancashire D.E. No. 16.

After considerable discussion it was decided to refer these two Resolutions to the Executive.

School Accommodation.—"That this Conference is deeply concerned at the inadequacy of the provision of school accommodation. It considers that during the next few

years local education authorities will be confronted with increasing difficulties arising from:

- (a) The lack of sufficient accommodation for children of school age.
- (b) The serious deterioration of many of the older school premises, and
- (c) The special problems of educational facilities on new housing estates and in new towns.

It urges that increased facilities should be provided, both for the building of new schools and for the improvement of existing unsuitable premises."

Submitted by the Executive.

"That in the opinion of this Conference the cost of providing schools for New Towns, L.C.C. Estates and other large over-spill populations should be borne by the Government and that materials should be allocated for this purpose outside the local education authority's normal quota so that the over-riding need for schools in such new centres of population shall not preclude local education authorities from providing extra accommodation for growing school populations in the established parts of their areas and replacing unsatisfactory school buildings."

Submitted by the Forest Divisional Executive, Essex.

These two Resolutions were taken together and the case was ably stated by Mr. J. Tillet, Forest Division of Essex, and Mr. J. L. Smith, Medway Division of Kent. The Resolutions were carried.

Handicapped Pupils.—"That this Conference is concerned at the inadequacy of the provision for handicapped pupils, particularly those who have been classified as Educationally Sub-Normal, and urges the improvement of the facilities available for such pupils."

Submitted by the Executive.

This Resolution was moved in a sympathetic contribution by Alderman Mrs. E. E. Wainwright, West Nottingham, and carried.

Local Administration.—"Conference maintains that the administration of the Education Service under the terms of the Education Acts, 1944-46, can best be achieved by the maximum amount of delegation to Divisional Executives of Excepted and Non-Excepted Districts since only by the fullest measure of delegation can efficiency and economy be secured whilst retaining active local interest in the service and ensuring that full regard shall be given to the circumstances of local areas."

This Resolution was moved by Councillor T. G. Brennan, Ealing, and seconded in a very breezy contribution from Dr. L. F. W. White, Secretary of the Association.

Notice had been given of three amendments to this Resolution in the following terms:


"That the words 'and register its opposition to any proposal to supersede Divisional Executives by Governors and/or Managers' be added."—Submitted by the South-Eastern Durham D.E.

"That all words after 'Conference maintains that the' be deleted, and the following substituted: '... most efficient and economic administration of the Education Service would be achieved by the complete delegation to Divisional Executives of all powers possible under the Education Acts, 1944-48.'—Submitted by the Harrow Excepted District, Middlesex.

"That the following be added: '... and that the amount of delegation suggested, as desirable for any Divisional area, in the reports of the Local Government Side to the Local Government Manpower Committee, and/or of the Executive Committee of this Association, should be granted to all Divisional Executives.'—Submitted by the Scarborough Divisional Executive, North Riding of Yorkshire.

It was agreed that these should be withdrawn as formal amendments on the understanding that the Executive would give careful consideration to the points of view

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expressed by the Executives concerned. The Resolution was carried.

Divisional Executives—Reduction in Number.—"That this Conference is of the opinion that Schemes of Divisional Administration now form an integral part of the educational system of the country and instructs the Executive to oppose vigorously any proposal to reduce the present number of Executives in the areas controlled by local education authorities."

Submitted by the Lancashire Divisional Executive No. 24.
This Resolution, dealing with a similar topic to the previous one, was also carried.

Curriculum of Secondary Modern Schools in New Towns.—"That this Conference is of the opinion that every care should be taken that children from rural areas who attend large Secondary Modern Schools in New Towns be given an education in which rural needs are stressed and that the danger of drawing all the young people out of the villages and into the towns for both employment and recreation be recognised and combatted."

This Resolution was moved by Mr. J. Tillett on behalf of the Forest Division, Essex. After doubts had been expressed by several delegates it was decided to refer this to the Executive for further consideration.

Television.—"Realising that the introduction of television into our schools is a possibility during the next few years, Conference requests the Executive Committee to look into the subject with a view to safeguarding the educational welfare of the pupils. Whilst it may not be necessary, at present, to consult with other educational bodies, joint consultation should be arranged at a suitable time in order that our Association may be in a strong position to advise on the course of action to be taken in this matter."—Carried.

Submitted by the Acton Excepted District, Middlesex.

Economy in Educational Building.—"That the reduced expenditure on Educational Building be deplored, particularly having regard to the fact that in industrial districts, such as the Don Valley Area and Mining Development Areas, it has not been possible to provide the planned adequate and permanent school buildings for educational purposes within the 1921 Act. In consequence there still exists and will remain temporary buildings and inadequate facilities for pre-1944 educational instruction in these areas."—Carried.

Submitted by the Don Valley Divisional Executive, West Riding, Yorks.

Bilateral Schools.—"That a committee of educational experts, including practising teachers from each type of school, should be set up to consider whether it is educationally expedient to set up bilateral schools in areas large enough for efficient unilateral schools."

Submitted by the Forest Divisional Executive, Essex.

The subject matter of this Resolution was dealt with in a very thoughtful contribution by Mr. W. C. Primmer, Mid-Essex Division, and the Resolution was carried.

Examinations in Secondary Modern Schools.—"That consideration be given to the possibility of devising some objective such as an external examination for children at secondary modern schools."

Submitted by the Forest Divisional Executive, Essex.

This Resolution was referred to the Executive for further consideration.

The following Resolutions were all carried:

Educational Finance.—"That this Association welcomes the decision of the Minister not to shorten the school life, and notes with satisfaction the Minister's repeated assurances that the essential fabric of the education service shall be maintained."

Submitted by Port Talbot and Glyncoirwg D.E.

Child Guidance.—"That this Association considers that the administration of the Child Guidance Service in England and Wales should be based on the conclusions reached

in the Report of the Scottish Advisory Council on Maladjusted Children (1952).

Submitted by the Port Talbot and Glyncoirwg D.E.

Licences for Children in Entertainment.—"Having regard to the continuing unsatisfactory situation whereby employers of children in entertainment and/or their sponsors may secure by appeal to the Minister a variation of licence issued on behalf of a Local Education Authority, this conference urges the Minister, when dealing with such appeals, to enforce the standards suggested in Administrative Memorandum 193 and adopted by many Local Education Authorities, believing this to be in the best interests of the children concerned."

Submitted by the South-West Middlesex Divisional Executive.

Use of Special Rooms.—"In view of the specialised equipment and accommodation in Grammar Schools and in increasing measure at Secondary Modern Schools, this Conference supports the opinion that special rooms (libraries, science laboratories, handicraft and domestic science rooms, etc.) should not be included as teaching spaces for the purpose of fixing the accommodation of a school."

Submitted by the South-West Middlesex Divisional Executive.

Reduced Travel Facilities.—"As the age limit for children's general travel at half fare on British Transport Commission's road and rail services in many areas remains at 14, this Conference reaffirms the opinion expressed on this matter at the Fourth and Fifth Annual Conferences and calls on the appropriate authorities to give this matter active attention without further delay."

Submitted by the South-West Middlesex Divisional Executive.

[Concluded on page 118.]

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Alderman J. H. Knaggs Reviews the Position in his Presidential Address to the Divisional Executives' Conference

After five year's experience of divisional administration in education the Association could legitimately have come to the conclusion that divisional administration had become established and that it had passed from the period of the defensive on the principle into one of constructive policy. During these early years it has endeavoured to ease the difficulties and provide a smooth and effective administration, as well as making a careful study, not only of the problems of two-tier local government, but also of the various aspects of education provision—remembering that at all times the final aim must be the welfare of the child. The quality of the services rendered would, in my opinion, justify a wider and fuller delegation of the day-to-day administration. Based on mutual trust and co-operation between the local education authority and its divisional executives, with a clear knowledge and a ready acceptance of the responsibility of each in its particular sphere, such an advance would add immeasurably to the progress of educational development.

Uncertainty has been created

Uncertainty as regards divisional executive administration has, however, recently been created by the Minister of Education.

In an address to the Association of Education Committees, given in June of this year, Miss Horsbrugh, after referring to various education services and turning to administrative expenditure, said:

"... if we are to maintain these various essential educational services we just must examine the possibility of pruning our administrative costs... In Administrative Memorandum No. 421 we have asked for certain details of expenditure under this head, and I still hope that, with your help, we shall find means of reducing the cost."

"I do not want to prejudice your examination of the problem by suggesting premature conclusions, but there are two things on which I should like to comment. The first is the question of divisional administration. Let me say at once that I recognise the valuable work which many divisional executives have done in promoting local interest. Centralisation has its advantages, but it can make educational government a remote and unreal thing, and for this reason, devolution to local areas, which are self-contained and have a natural administrative centre, may often be a good thing. Nevertheless we must remember that £2½(m) is spent on divisional administration of which £1·6(m) is in areas which were not excepted districts. Of course figures are deceptive things and the returns of expenditure may be based on all sorts of different assumptions; we should be careful, therefore, not to base hasty conclusions on these figures. But certainly the figure is large and it raises the question whether in all cases the local units are necessary and worth while. When one reflects that a school may have four tiers of control—the Central Government, the Local Education Authority, the Divisional Executive and the Governing or Managing Body—it does appear that there are grounds for thinking that our administrative machine is top heavy. I think we should all be examining this problem and I am ready to consider individual cases on their merits. Already I have given my preliminary consent in one or two cases so that the question may be formally pursued."

I realise that in these difficult times the Minister's task, as the head of a spending department, is no light one, but I do not apprehend why the conclusion appears to have been reached that, in order to stabilise a top heavy administration, attrition should be especially applied to the lowest tier but one. An undue emphasis is being placed upon the cost of divisional executive administration. I should have thought that greater decentralisation, the stream-lining of procedures and wider delegation would be better calculated to remove top-heaviness and achieve the economies desired. And this applies equally to services other than education.

The appreciation of the Minister concerning the valuable work done by divisional executives in promoting local interest is welcomed. What is not understood is the change of attitude of those primarily responsible for the introduction of divisional administration. This change is not of recent growth. Mr. R. A. Butler, whose name is so closely associated with the Education Act, 1944, when speaking in the House of Commons on the Budget proposals in April, 1951, said:

"I think the education service in its administration is top-heavy and swollen. The method of County administration, particularly in the manner the divisional executives have been created and then given budgets to spend whether they want money or not, is one of the reasons why our county finances are strained to the uttermost. That is felt by all administrators who are deeply engaged in this subject."

Divisional executives and county councils will not be able to recognise the curious budgetary position outlined, and if I may tilt at one for whom I have the greatest respect, I would suggest that the administrators to whom reference is made were probably deeply engaged in some other service not under local government control.

It seems appropriate at this point to recall that, under the Education Acts, 1944-46, on the application of a local education authority, the Minister may consent to the making of a scheme of divisional administration, varying, revoking or supplementing any such scheme previously made by that authority, or the replacing of any such scheme by a fresh scheme. Further, in giving consent, the Minister may direct that the requirements imposed on any scheme by paragraph 8 of Part III of the First Schedule to the Act, shall be dispensed with in whole or in part, in relation to that scheme.

Thus the Minister has wide powers in the matter of divisional administration should the changed attitude, to which expression has been given, permeate to the local education authorities.

High Standards of Part III Authorities

The Part III authorities, who were dispossessed of their functions under the Education Act, 1944, had completed over forty years experience as local education authorities, exercising executive powers as regards the provision of elementary education in their respective areas. Many of them had created high standards therein, had done useful pioneer work in the matter of handicapped pupils and the establishment of special schools, and had applied the recommendations of the Hadow Report, 1926, and reorganised their schools. Thus in their districts there was primary education in full and a form of secondary education, in the shape of senior, or, as they are now termed, modern



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schools. A proportion of the members of the authorities also had experience of higher education as representatives on higher education committees, and as governors of grammar schools, technical colleges and schools. They had built up a strong local interest in education and were in the ideal position to do so, since their members were persons taking an active part in local public life; the great majority of them would have been educated in local schools, and all lived and had their being amongst the local community which they served. They had studied and understood the needs of their districts and, of especial importance, possessed a knowledge of local industries and callings.

To provide the integrated organisation of education under the Education Act, 1944, the system of Part III authorities with executive powers was replaced by divisional executive administration. Fortunately many persons with Part III service represented their districts on divisional executives with consequential accretion of experience combined with local knowledge. The question therefore arises whether the local democratic interest is to be replaced by remote control so that economies in administration may be achieved, economies which, in the final test, would probably prove illusory. It would seem better not to destroy, even partially, the system which, for more than five years, has been tested in practical application, and has, in a very large measure, succeeded in spite of frustration and difficulties.

The disabilities created by the present disparate system of local government boundaries could, I am convinced, be overcome, if all concerned at the various levels determined to work, in co-operation, towards that end.

Local Government Reform

Much consideration has been given to local government reform. The ill-fated Local Government Boundary Commission recommended a system of single and two-tier government and the creation of some new county boroughs.

In a Warburton Lecture, delivered in Manchester University in April of this year, Sir James Lythgoe suggested a radical reorganisation—by combining smaller authorities and dispensing with County Councils as such, to create a single tier system, which would include urban and rural areas in the single governing councils. He also suggested that these councils should be largely freed from departmental control. The lecture merits wide and serious consideration.

It is clear that any reform requiring radical amendment of existing law is unlikely to be achieved in the foreseeable future. The only course available therefore is an investigation as to the changes which could be made within the existing law.

In passing, it is noteworthy that, under existing law, non-county boroughs, with populations and financial strength greater than that of many county boroughs and county councils, have sought or desired to seek county borough status to no avail.

Delegation by County Councils

The Local Government Manpower Committee has made that investigation. In its Second Report it approved, and requested the Minister of Local Government and Planning to circulate to all local authorities for their information and guidance, a memorandum on delegation by county councils. The text is contained in Appendix X of the report. The Committee commended it in these terms: "We believe that the principles contained in it will promote efficient administration and we hope that local authorities will take them carefully into consideration." The memorandum enunciated nine principles of delegation which were used as a guide in considering detailed delegation of six services including education, and were also recommended for adoption in other services considered capable of delegation. The preamble to the recital of the principles emphasises "how necessary it is . . . where delegation is regarded as a suitable method of administration, to secure that it shall

be elevated . . . into a principle of local government designed to meet present and future needs under the existing law." An opinion which the Association can unreservedly support. The principles are given in full at Appendix I of the Minutes of your Executive Committee meeting held on 18th June, 1952, and need no further emphasis from me. We can accept them but they should be applied in full if real and lasting value is to be assured. Your Executive, as you will have read in Appendix I mentioned above, has prepared a practical application of the principles and allocation of functions, and stresses that this does not represent the maximum of delegation but rather what might reasonably be expected. This memorandum on the extent of delegation was brought to the notice of the County Councils Association at a conference held on 10th September between representatives of your Association and that of the County Councils. What is the next step?

Middlesex gives a Lead

The Chairman of the Middlesex County Council, County Alderman W. J. Grimshaw, a member of the Manpower Committee, called into conference representatives of all the district councils in the county and suggested that a committee consisting of one member from each district council and some county councillors should be formed to consider:

- (a) Whether and in what way greater and fuller delegation can be achieved within the framework of the existing law;
- (b) The re-organisation of Local Government within the County of Middlesex.

The proposal was welcomed unanimously. The committee has met, and appointed sub-committees which have already commenced their deliberations.

I would commend similar action to other county councils.

Autonomy and Delegation

The Institute of Public Administration has recently published, under the title "Autonomy and Delegation in County Government," a study of delegation in Education and Local Health Administration.

In the foreword Professor W. A. Robson sums up aptly the two main trends in British Local Government which have developed in the post-war era to culminate in the present state of confusion and frustration between the authority charged with planning over a large area and the subordinate authorities whose task it is to carry out the plans.

It seems impossible effectually to divorce entirely the duty of planning local government functions on the one hand and the performance of them on the other.

Miss Cohen has clearly illustrated the differences between education and health delegation. In the Education Act, 1944, Parliament took a courageous decision when they determined that the delegation of power under that Act should depend upon the delegate having not less than a prescribed population. It is this criterion and the difficulty of arriving at an optimum population which complicates the whole question of local government reform.

Should not Parliament fix the optimum population and confer on those authorities executive powers is the problem which must be faced to-day. Miss Cohen says that the difficulties inherent in the operation of schemes of delegation are high-lighted in the relationship between county councils and excepted districts.

The analysis by Miss Cohen of those difficulties is well worked out. Every administrator of a delegate authority has had experience of them. Under modern conditions planning for wide areas cannot be denied, but if the delegate is to participate in the plan, would it not seem, once the plan has been approved by the responsible Minister, that the implementation thereof is one to be conferred on the authority which Parliament has considered competent to carry the plan into effect, not merely delegated?

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Too often, to-day, delegation has deteriorated from a partnership into an attempted relationship of master and servant. This position is not one which any district with a sense of responsibility can tolerate. It is interesting to note that Parliament itself, except in most unusual circumstances, has never suggested a form of delegation from a Minister to a local authority. The constitutional position is, that control is vested in the Minister, that the local authority has a wide discretion, subject, in the case of grant-aided services, to such authorities contributing some part of the cost. That relationship has worked with reasonable success ever since Government grants were introduced. Is the evolution of some analogous principle as regards County Councils outside the realm of possibility?

Miss Cohen has shewn that the present state of affairs is a challenge to local government in a changed world. The aim, as she states, is to secure that subordinate bodies should continue to be free to exercise discretion, and the officers of those bodies should be encouraged to develop drive and initiative in the development of the services they administer.

Many of you have no doubt already studied this document and will agree that it contains valuable additional data essential to the consideration of this problem.

Education Research

Twickenham has a peculiar interest in the addresses to be given to Conference in the Fourth and Fifth Sessions—namely "Research in Education" and "Selection for Secondary Education."

Mr. Ben S. Morris, who is to speak upon the former, is the Director of the National Foundation for Educational Research which, in collaboration with the Middlesex County Council, is conducting an inquiry in the Borough of Twickenham, into the latter subject.

Whilst, under the Education Act, 1944, local education

authorities are faced with the formidable task of providing the education best suited to the varying abilities and aptitudes of senior pupils, they are also confronted with the no less difficult problem of the allocation of those pupils to the various courses so provided. The normal method at present applied is that of selection by examination, very little different in character and intention from that formerly employed for the purpose of awarding scholarships to grammar schools. At the same time the authorities are attempting to devise and employ those procedures that admit of the fewest mistakes. It is one of the aims of the Twickenham research to make a close study of these varied procedures in an endeavour to discover improvements that can be of assistance to those responsible for children's education. The National Foundation's chief endeavour is to develop a scheme of unhurried guidance in allocation leaving the lowest possible margin of error and correcting any errors of prediction by the use of fluid arrangements for transfer. It is with this end in view that the Foundation is undertaking the research in Twickenham.

There is still a great deal to be learned about the abilities and aptitudes of children and research is being made into many of the problems. An extensive investigation has been made of the use of the essay in allocation procedure, and many new tests, designed to measure specific abilities, have been employed.

One aspect of the research, in which we in Middlesex are especially interested, is the follow-back study of children in their last year at Secondary Modern and Grammar Schools. The investigation is endeavouring to discover the factors which have led to outstanding success or dismal failure. Such study should be of inestimable value in the consideration of other children.

In another investigation, in which the school medical officer for the area is co-operating, case histories are being completed on a number of children, who, for one reason or another, are thought to be wrongly allocated. The Foundation hope to show, when these children have been followed-up for a number of years, whether the original diagnosis was correct, or whether, if other procedures had been employed, a different secondary course, more suited to their particular abilities, could have been suggested.

The research is now in its second year, but it must necessarily be some time yet before we can expect results. An experiment, such as this, is designed to follow carefully the educational careers of a great number of children from the age of ten to the day they leave school, and indeed, in many cases, it is hoped, still longer.

The National Foundation for Educational Research has already issued its first memorandum on the research to Directors of Education in England and Wales. There will no doubt be many others to follow.

I hope that the foregoing statement will have been of interest in view of the addresses to Conference to which I have referred above.

Health and Educational Progress

In addition to the work for the National Foundation for Educational Research, the school health department at Twickenham is busy with a much wider investigation to try to determine the basic causes of disparity in the health and educational progress of school children. This investigation has necessitated a revision of the methods of recording medical defects and a much wider investigation into the social relationships of children in their homes and schools. This work is still uncompleted and will take some further time, but we hope eventually to publish results which we trust will be a further contribution to knowledge on this subject.

Any critical reference to the Education Service at the present time would be incomplete without some consideration being given to the school health service, which, in its effective preventive measures, plays so great a part in the

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well-being of the child and so in his ability to receive the full benefits of his educational opportunities.

I had proposed, as regards the school medical service, to refer to the difficulties created by a failure to achieve proper co-operation between the specialist services, now centred in the regional hospital boards, and the school clinics.

However, at my request, an historical survey has been prepared, so interesting that I feel you might like to have the opportunity to read it as a whole. If conference desires I shall be happy to have it circulated.

For this survey I am indebted to the County Medical Officer of Health for Middlesex and his assistant in charge of the school medical services in the County.

Until effective co-operation is established, the child, for whose benefit the service exists, is bound to be the innocent victim of administrative ineptitude.

School Dental Service Position

The school dental service also felt the impact of the implementation of the National Health Service Act.

Owing to the disparity between the earnings of dentists in the State controlled services and those employed in local authority services, many dental officers sought the higher remuneration of the former. By the middle of 1949 the local authority service was seriously depleted and, indeed, some authorities had no dental officers left to carry on their service.

The amendment of the National Health Service Act early this year, imposing charges for dental treatment and the falling demand for treatment under the general dental services have resulted in the return of a number of dental officers to the school health service and this upward trend of recruitment appears to be increasing.

No reliable estimate can be given of the time required to recreate the happier position which existed before the Act came into force. In order to alleviate the present position, a local authority has experimented successfully with extra sessions held in the evening.

It is a moot point whether the output of dentists from dental schools will prove sufficient to meet normal wastage and, in addition, the expanding needs of the school dental service. Further provision of dental schools appears to me to be necessary.

The experiment as regards dental ancillary workers on the lines of the New Zealand dental nurses scheme, for which provision is included in the Dentists Bill of 1951—now before Parliament—opens up another channel of investigation which, I hope, will be followed.

In the past half century remarkable progress has been made in the development of the education service. We, who are considering current matters to-day, are privileged to take a part in the building for the future. This is not the work of any one authority or any one system but will require the patient co-operation of all who have the subject of education at heart.

The Prospect for Education

By Mr. RONALD GOULD, General Secretary, National Union of Teachers.

"The Prospect"—what a subject! Confining my remarks to ascertained facts, whether of the past or the present, is not for me. I am asked to tear aside the veil that separates us from the future, to use my inborn powers of divination and prophecy—powers hitherto unrecognised by anyone save the secretary of the National Association of Divisional Executives for Education—and to reveal the shape of things to come. I am, however, not an Isaiah proclaiming confidently that the desert will rejoice and blossom like the rose, nor a St. John the Divine, for I have never mastered the use of apocalyptic language. I can neither prophesy nor speak the language of prophecy. At best I can only examine a few of to-day's trends to see where they appear to be leading.

I have no doubt that if many people were asked to write or speak on "The Prospect for Education" they would examine carefully how far the Government, local education authorities, divisional executives, governors and managers were measuring up to their responsibilities. They would ask and answer such questions as—Will the necessary money be made available? Will there be sufficient bricks and mortar and building labour? Now these are very important questions, but they are certainly not all-important. I say that because I remember that my old friend and colleague, Sir Fred Clarke, used to say that in educational controversy few people ever bothered to define their terms. I, therefore, propose to define the sense in which I shall use the word "education."

The Importance of the Teacher

Education is concerned with the development of the powers of the individual. Education should prepare the child, and the adult, too, to live in the community, to assume the duties and responsibilities of workmen and citizens and to live satisfying lives, and to do this individuals must be helped to the fullest possible development. Obviously, then, in our educational system what matters most is not

the Ministry of Education with its batteries of advisory committees and its never failing supply of advice and exhortation, nor the local authorities, divisional executives, governors and managers, nor even the officials of teachers' organisations, but those in closest touch with developing children—the teachers in the schools. The impact of mind on mind and character on character counts for so much that it is not too much to say that the most important element in the education service, after the child himself, is the person in closest contact with him—whatever plans and schemes may be made by administrators and conferences. We must never forget that the final executive officer in the educational world is the teacher.

If, then, someone asked me what were prospects for education, my first question would not be "What is the attitude of the Government to Education?" "How are the local administrators doing their duty?" but "What sort of teachers have you?" Please don't misunderstand me, I am not underrating the importance of national or local government. I remember with gratitude the enlightened approach of those who gave us the 1944 Act and I am not unmindful of the effects of economies made at the behest of Governments at various times. I appreciate the enlightened policy pursued by many local authorities, and regret the occasional stupidity or reactionary policy pursued by the minority. Yes, all the elements in the educational system are important, but I insist that the most important is the teacher.

In the light of this let us ask and answer the question—what is the prospect for education? Insofar as the future depends on teachers I believe the prospect is bright. You may wonder why I am so confident. I have exceptional opportunities of learning what teachers think, and my impression after meeting thousands is that whilst they have an enormous pride in the work they are undertaking and in its successes, they reveal their humility in many ways. They realise that the task of the educator in the modern

world is so difficult that it should daunt even the boldest of us. It is the existence of this humility which gives me so much confidence.

It is a commonplace that we live in a world of changing standards. Thrift is regarded as out of date. We are not even as courteous as once we were. Fear of unemployment, which once spurred people to effort has disappeared, and present incentives to work appear inadequate. A fair day's work for a fair day's pay is still a slogan, but in practice the emphasis is more on pay than work. The marriage tie has grown weaker. The Christian faith and ethic does not touch the lives of the masses as once it did.

World of Confused Moral Standards

Now the teacher is fitting children to live in this sort of world, not a world of make-belief. In a short time children will be plunged into this world of confused moral standards, and they need to be equipped not only with the ability to read, write and count, but with ideals and ethical standards that are better than those around them. So in the schools children are not only taught but are expected to act in a manner that will prepare them for the moral and ethical problems which will face them later. Thus the standards of behaviour inside school are vastly superior to the standards outside. That the standards of children often fall when they leave school is regrettably true, but it is not surprising. Teachers and schools are not the only educators. Parents, playmates, newspapers, the cinema and society at large all play a part, and since all these educators do not accept the same ethical standards, often in a somewhat unequal struggle, the school loses. It is, however, a tribute to the schools that in a time of confused and debased standards the patterns of behaviour, the human relationships within a school generally resemble those of the family at its best, and are considerably in advance of the standards of the world outside.

Apart from the enormity of their task in trying to maintain ethical, moral and religious standards, I am greatly impressed with the fact that teachers generally believe that the teaching of any subject is a task that challenges and even at times baffles the very best of us. For years we have been moving towards child-centred education, toward a realisation that it is not only a subject which is taught but also a child. Now most subjects are changing from year to year. Atomic energy and electronics, for example, are adding to our scientific knowledge. The teacher of any subject knows that no matter how diligently he studies, his knowledge must always be inadequate and limited.

Understanding the Child

But if the teacher realises how inadequately he can master even one subject, how much more difficult is it to understand the child. For now we teach not only subjects but the child, and even the most learned of us should hesitate before speaking confidently about a child. For a child in an individual creation. There is no other exactly conforming to his pattern. He can never be completely understood by someone else. To a considerable extent he is unpredictable, and this is the person for whose developing personality the teacher has responsibility, and not for one child only, but perhaps for thirty or forty or even more.

Thus teachers are conscious, to a degree unknown before, of the need for high qualifications, and these, they think, can be achieved by a lengthening of the period of college training and by the further training of teachers in service. Teachers, however, cannot themselves lengthen the period of college training, but they can and do organise for themselves refresher courses both locally and nationally. Tens of thousands thus avail themselves of the opportunity of increasing their effectiveness in the classroom.

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Organisations and in my own organisation we have set up consultative committees to examine and report on such important topics as Selection for Secondary Education, Nursery Education, and the Curriculum of the Secondary School.

You will therefore see that the teaching profession generally believes its task to be so important and so difficult that of its own volition, and not because of outside pressure, it has taken steps to prepare teachers more adequately for the work done in the classroom.

So far as the teachers are concerned then, I consider the prospect for education good. They are conscious of the enormity of their task. They are earnestly seeking answers to the educational problems thrown up by a rapidly changing world. They are anxious to do their duty to the child and society, and this gives me some confidence in the future.

Staffing and Accommodation

I must confess, however, that my confidence is somewhat undermined when I remember that the prospect for Education does not depend on teachers alone. Even now the classes in our infant schools are growing larger, church halls are being pressed into service as classrooms, some children who have already reached the statutory age of entry to school cannot be admitted because of lack of accommodation, and worst of all, we know that the staffing position in schools will deteriorate for some years. For these conditions teachers have little or no responsibility. The responsibility lies elsewhere, with the Ministry of Education, local education authorities, divisional executives, governors and managers, with the instruments society has established to grapple with these problems.

Possibly you, as practical administrators, realising your many problems may reply—what more can local education

authorities and divisional executives do than they are doing already?

First, I believe you should maintain, and where possible enlarge, the area of freedom within which teachers work. That will cost nothing, indeed it may result in saving.

The most potent reason given for the existence of Divisional Executives is that the human touch is desirable in a human service like Education. I am sure local interest wisely directed can be of inestimable value to a school, but I am equally certain that a local busybody, interfering in work which he does not clearly understand, has made some teachers pray for the remote control that allows work to proceed without interference.

Briefly then, I believe local administrators should do all in their power to provide satisfactory school buildings, satisfactory staffing ratios, and, in general, a satisfactory environment within which teachers can work, but there are areas of the teachers' life and work which are not the concern of administrators, and within these fields the teachers should be free.

Freedom of the Teacher

Right from its inception, my own organisation has regarded membership of a professional organisation, a teacher's political and religious beliefs as matters for the individual alone. These freedoms should be inviolate, for once it is conceded that authorities can apply trade union, political or religious tests, the way is open to the regimentation of the teachers, and when teachers are regimented it isn't very long before children's minds are regimented and the people are in chains. The freedom of the teacher is one of the surest safeguards of democracy.

I know that some believe that applying certain tests to teachers will prevent the indoctrination of youth, but they are mistaken. The surest safeguard, indeed the only real

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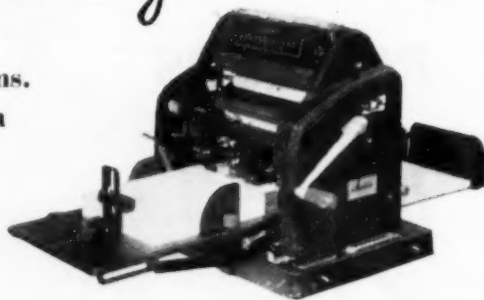
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safeguard, is the teachers' integrity. Abuse of freedom is so rare as to be virtually non-existent and if it existed would be roundly condemned by the teaching profession as a whole. I repeat, then, that every effort should be made to maintain these professional freedoms.

We should also resist the temptation of dictating to teachers what should be taught and how. In this country we boast that text books and schemes of work are not prescribed, and rightly so, for only in this atmosphere of freedom can teachers relate their work to the needs of the individual children in their schools. Only when teachers are given freedom, and are treated as professionally responsible, does the best work become possible.

Perhaps, too, I might add that teachers would feel happier if requests for information or instruction always emanated from education officers rather than from other local government departments. When requests and advice are received from more than one department confusion and even irritation follows, and the teacher is left in doubt as to where his responsibility begins and ends. We view with some concern the empire building proclivities of some other departments and hope education committees and education officers will resist encroachment on their domains. A clearly defined area of freedom within which education committees can act is highly desirable from many points of view and not least because it protects the liberty of teachers.

I would further suggest that some of the pettifoggery controls on teachers might well be removed. Time books and the elaborate intricate returns required on this and that (which still are demanded in certain areas) might well be abandoned, and I believe the result would be even better work in the schools. Trusting the teachers' professional integrity, giving them greater freedom and

greater responsibility are policies which will reap rich dividends.

I think, too, that Education Authorities of all kinds should grapple vigorously with the material problems which make the work of teachers so difficult and frustrating. I have read the accounts of your previous conferences, and have seen how wisely you have dealt with the big issues of accommodation and the supply of teachers. It would be impertinent if, in the short time at my disposal, I traversed the same ground, dealing briefly and inadequately with the same problems.

Two Problems


So I propose to isolate two problems which are facing us now and demand immediate solution.

The first is the problem of trained qualified teachers who left College in July of this year and are still seeking employment. There are over 1,100 of them, which compares with 1,200 without work at the same time last year. This appears to be a slight improvement, but bearing in mind the fact that the school population is increasing rapidly, there is certainly no room for complacency.

This year the training colleges and university training departments produced an overall increase of 570 trained teachers as compared with last year. Some grades of teachers show a decrease, but a pleasing feature is that the two grades in shortest supply, women teachers and science graduates, show welcome increases. 547 more women and 112 more science graduates were produced this year. We shall need them all and more if the school population, swollen as it will be by an extra quarter of a million children in the coming year, is to get reasonable opportunities of education, and even if all these teachers are employed, staffing ratios are bound to worsen.

Yet, as I remarked earlier, many newly qualified teachers

[Continued on page 120]

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No. 3327

OCTOBER, 1952

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CONTENTS

	Page
NATIONAL ASSOCIATION OF DIVISIONAL EXECUTIVES SIXTH ANNUAL CONFERENCE	103
ALDERMAN KNAGGS REVIEWS THE POSITION	106
THE PROSPECT FOR EDUCATION	112
MONTH BY MONTH	116
NATIONAL ADULT EDUCATION PLAN	118
A UNIVERSITY OF TECHNOLOGY?	120
THE ROLE OF RESEARCH WITHIN THE EDUCATION SERVICE	122
SELECTION FOR SECONDARY EDUCATION	124
INCREASE IN NUMBERS TAKING ADULT EDUCATION COURSES	128
STATE SCHOLARSHIPS FOR MATURE STUDENTS	128
TEACHER EXCHANGE WITH AMERICA	130
SIR HAROLD WEST BECOMES MASTER CUTLER	130
CANADIAN GRADUATES TO TRAIN IN U.K.	131
SCHOOL MEDICAL OFFICER ON CO-ORDINATION WITH HOSPITAL SERVICE	132
EQUAL PAY	132

Month by Month

In Memoriam

THE death of the Right Honourable George Tomlinson has been felt as a real bereavement by all who knew him, and they were many. Few men have shown such a warm-hearted friendliness or such modesty, such genuine humility, in a notably successful public life. There were a few critics who said that only a man of academic distinction and outstanding achievement in the practice of education should be Minister of Education. That view was not shared by the *School Government Chronicle*. Mr. Tomlinson's appointment was warmly welcomed in these columns. It can indeed be claimed that Mr. Tomlinson's appointment fully justified the trust and confidence of those who knew the man and the notable services he had rendered to the local administration of education in England. His sterling qualities of character, no less than his great natural ability, ensured both his success and his popularity. He was a man of the highest integrity, great courage and real goodness. His simplicity and his sincerity were outstanding qualities of a very warm-hearted and lovable man.

* * * * *

Higher Technological Education.

MUCH attention has deservedly been given to the address last month of Lieutenant General Sir Ronald Weeks to the East Anglian Regional Council's Annual Conference. Opinions may differ on some of the views which he advanced. There will, however, be nothing but admiration of, and gratitude for, the forthright and challenging way in which Sir Ronald stated his case. He made it clear that he spoke for himself but also "as the independent chairman of an independent Advisory Council to the Ministry of Education" he commented "freely, unabashed by the presence of at least two officials of the Ministry." Sir Ronald fully recognised that much of really practical significance in Higher Technological Education had been accomplished since 1945. Local Education Authorities were pressing forward as quickly as possible with ambitious plans for the building or extension of technical colleges. In certain institutions considerable provision was being made for post-graduate research work in technology and in post-graduate and other advanced courses of study. Even so, when a just appreciation had been expressed of the valuable work which had been accomplished in recent years "no one but the most lethargic can be satisfied with the present condition of affairs." However much university provision might expand, the essential tradition and atmosphere of the technical college was "complementary, though different." In a just and well-ordered system, each type of institution should exist side by side on an equal platform of value and importance in the system of higher technology. In proclaiming this belief, Sir Ronald Weeks has plainly shown the needlessness and folly alike of encroachments and rivalries, where the Universities and the major colleges of technology are concerned. The speaker expressed himself strongly regarding London University External Degree Courses in technical colleges. He spoke of a minority of principals and heads of departments who, however loudly they might praise the beauties of academic freedom, were in fact reasonably content to

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work the old externally imposed system of London degrees, since it spared them the necessity of continual creative thinking on new lines and also greatly impressed parents and governors! He regretted the Minister's rejection of the National Advisory Council's proposal for a Royal College of Technologists, mainly because it would have been a first step in the direction of "breaking down the thralldom of the London External Degree." It should be frankly admitted that the London External Degree is an anomaly. That any one should take a university degree and be able to claim a university education without having taken part in the academic or social life of that university, without even visiting the seat of his university, perhaps by correspondence study at home, is to contradict all that is meant by membership of and a degree in a university as elsewhere understood. One of the most bogus of American "universities" used to justify the sale of degrees in this country on the ground that it was doing what London University did—awarding degrees by examination to students who had no residential membership of the University. It is tempting to speculate as to whether the demand for a degree equivalent, to be awarded by a Royal College of Technologists, would ever have been made if London University had not taken the unprecedented step of awarding degrees externally. Sir Ronald welcomed the Government's declared intention of building up at least one institution of university rank devoted predominantly to teaching the various forms of technology. This is generally regarded as meaning the setting up of a Technological University on the lines of the Massachusetts Institute of Technology. Such an institute has in fact been substantially developed under Dr. Schofield at Loughborough. The national status newly accorded to that college should facilitate its "build up" as a Technical University. The Government statement referred to "at least one" such university. Sir Ronald's view is that industry needs a post-graduate university of technology. This, however, would place an unusual limitation upon university education and indeed deprive it of its primary function of teaching undergraduates and admitting them to appropriate degrees within the university.

Burnham Reports Addendum

HER Majesty's Stationery Office has now issued as a fourpenny publication Addendum No. 1 to the Reports of the Burnham Committees. It contains amendments to the Reports of 1951 and also Recommendations of the three Committees regarding the interpretation and application of their reports. It is a matter of considerable interest that certain qualifications have now been added to those accepted by the Primary and Secondary Committee as entitling a teacher to a graduate status.

These newly recognised qualifications are the Diploma in Musical Education of the Royal Scottish Academy of Music, the Fellowship of the Royal College of Organists (F.R.C.O.), the Graduateship of the Northern School of Music (G.N.S.M.), Mastership in Music of the Royal College of Music (M. Muc. R.C.M.), Associate Membership of the Institute of Production Engineers (A.M.I.Prod.E.), and Associate Membership of the British Institute of Radio Engineers. The Further Education Committee also recognises these qualifications, except the first and with the addition of the Associate Membership of the

Institute of Industrial Administration. There are conditions in each case. In the first, the diploma must have been awarded after three years' full-time study and the teacher must have attained "a standard of general education to the level of the School Certificate examination or its equivalent" and have taken a course of professional training approved by the Scottish Education Department. In the case of a F.R.C.O. too, the School Certificate standard of general education is required. The G.N.S.M. must have been awarded after 1st April last. The A.M.I.Prod.E. must also be a "qualified teacher" to be recognised under the Primary and Secondary Schools Report. In Further Education no such condition is imposed. The Associate Membership examination must have been passed subsequent to 1st May, 1951, and the teacher must also have passed at the Advanced Level of the General Certificate of Education in Mathematics (or the equivalent). There seems to be an over-emphasis on school-boy achievements in the School Certificate and its successor, which is surely quite unnecessary when dealing with highly specialised qualifications of this order. It is almost insulting to suggest that a F.R.C.O. cannot as a Teacher of Music rank equal with an A.R.C.O. as an Art Teacher unless he passed the School Certificate in certain subjects which he may never be required to teach. Are not diplomas of this standard sufficient evidence in themselves of educational attainment? Any one who, in these days when the need to recognise and encourage production engineering is so obvious, can pass the A.M.I.Prod.E. examination has attained a high standard in those



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subjects, which should not need any enquiry into school records as well. To send qualified specialists of mature age back to the examination room to take General Certificate subjects is surely absurd.

After 65.

It is rather disturbing to read in a supposedly free and democratic country a newspaper heading "Old People must work on after 65." This actually appeared in a daily paper a week or two ago. It was based on a pamphlet published by the Conservative Political Centre entitled "The Care of Old People." Such a statement is indeed a threat to the liberty of aging people and a contradiction of all that our national and other pension schemes is supposed to support. There is all the difference in the world between "must" and "may." Any prohibition of work by those who are physically and mentally fit for it is to be deplored. Many men and women have found themselves "too old at 45" when seeking to establish themselves in much needed employment. At 65 and even 60, however, many people need either to retire from full-time service or to obtain a complete change of occupation. One question raised in the pamphlet is whether women should continue to retire five years earlier than men having regard to the woman's longer life. There seems, indeed, no real reason why women should retire any earlier than men. This pamphlet will, however, be considered by teachers as not unrelated to Miss Florence Horsbrugh's unfortunate proposals regarding Teachers' Superannuation. It is difficult to understand how anyone with a real knowledge of a teacher's life—particularly of that of a teacher of very young children—can give the slightest encouragement to permitting employment after 65. It has been in the best interests of the schools, the children and the teachers, that service after 65 was until recently absolutely prohibited.

Conference Motions continued from page 105.

Provision of Clothing.—"This Conference is of the opinion that the powers of the National Assistance Board to grant assistance in necessitous cases toward the provision of clothing and the powers of the Local Education Authorities also to provide clothing in necessitous cases to enable children to attend school, causes some confusion; for, while machinery for consultation between the two granting bodies exists, the standards of assessment vary considerably from area to area of the National Assistance Board within the areas of the Local Education Authorities. It is recommended that some steps should be taken to ensure more uniform treatment of cases."

Submitted by Lancashire Divisional Executive No. 16.

Exhibition of Educational Equipment

An interesting exhibition of educational equipment was organised by the Educational Exhibitors Association and was available to delegates throughout the period of the Conference.

"I hope T.V. will never get into the schools" said Alderman Harry Greenacre, chairman of Great Yarmouth Education Committee, when announcing his retirement.

Dr. Percy Dunsheath, Chairman of Convocation, London University, has retired from the chairmanship of the Academic Board of the Regional Advisory Council for Higher Technological Education.

National Adult Education Plan

A plan for a national system of Adult Education was outlined by Mr. George Cadbury when giving the Will Harvey Memorial Lecture at Bristol last month.

There was a duty upon all citizens, said Mr. Cadbury, to see that science, which had opened up the possibility of unprecedented good or unlimited harm for mankind, was used for the benefit of man. If our civilisation was to survive, steps must be taken to educate every citizen to understand the problem and to form a right judgment, and this was the province of adult education.

He hoped that some day there would be an opportunity for all to study such subjects as philosophy, social science, history, English, and kindred subjects. Methods would vary from attendance at regular lectures two or three days a week, or at short residential courses, to courses provided by universities and local authorities for short periods, residential college courses lasting one year, or day-time courses provided by W.E.A. classes for two or three years.

Must be Freedom of Choice

He had given much thought to methods of bringing about a national system of adult education. At first he had considered a continuation of the present method of conscription and making extended use of the Army educational scheme, under which it was compulsory for men who had not obtained a school certificate to follow a course of general education for at least twelve months, and which provided facilities for education up to the standard of the Army certificate of education, first-class. There were two serious objections to its application nationally. The age was too young for ordinary adult education; if the experience of the residential colleges were accepted, the most valuable age for continued education was from 25 to 35. There was also the element of compulsion. The education of children and adolescents could be made compulsory, but adults could not gain the full benefit of education by compulsion. If a person was truly adult he or she must have freedom of choice.

If the importance of adult education was accepted, men and women should be enabled to obtain the necessary release from their occupations. Any adult wishing to take a course of adult education would be asked to supply a programme of study and, after being interviewed by the appropriate education authority, the employer would be notified that the person was considered a proper one to be given leave. The entering upon and the progress of such courses would be approved and followed up by a special supervisory body appointed for the purpose, on which university, local authority, employer, and trade unions would be represented.

There should be no examination or diploma for such courses, but the supervisory authority would have to be satisfied that serious work was being done. A report to this effect would be furnished to the employer at the end of the course, when the individual would be reinstated in his employment. This scheme required some elaboration, but if we were seriously to contemplate the further education of adult men and women, we must try to understand what it would mean in terms of interruption of employment and the financial liabilities of the State. In addition to releasing workers for education under this scheme, employers would also be wise if they gave opportunities for all workers to study the essentials of economic production, especially as they were related to their own industries.

Mr. G. N. Flemming, C.B., Permanent Secretary to the Ministry of Education, has appointed Mrs. Seear to be his Private Secretary as from October 1st.

London Education Committee have decided that L.C.C. schools can be used free of charge for Coronation entertainment for children in June of next year.



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The Prospect for Education

Continued from page 115.

are still unemployed. Perhaps I should be more precise, for only certain kinds of teachers are finding it difficult to obtain posts. Infant and Junior teachers are finding no difficulty provided they are willing to go to places like Birmingham, Leeds, Lindsey and Holland. Some, however, cannot travel so far afield, because of family responsibilities.

Science teachers, Domestic Science, Physical Training and Music teachers are experiencing no great difficulty in obtaining posts, but there are two groups that are finding considerable difficulty. The first group consists of Graduates in Arts, particularly in English, French, History and Geography. No doubt some of these Graduates have sought posts in grammar schools, and, having failed, are now turning their attention to technical and modern schools. Some few authorities, however, appear to be unwilling to appoint Arts graduates to modern and technical schools on the grounds that their qualifications are not precisely those needed. The other group finding difficulty in obtaining posts consists of teachers possessing the Art teachers' diploma. There are more than 200 of these still unplaced. Some perhaps will be absorbed into modern schools, but the rate of absorption is slow.

Possibly by the end of this term most, if not all, of the 2-year trained men and women will be absorbed into teaching posts, but the present outlook for Arts graduates and the Art teachers' diploma teachers is far from rosy—I can only hope that authorities and divisional executives will realise that as the bulge in the school population works up through the schools, the need for more teachers will be acute, and with that in mind a little judicious stockpiling now would be a wise policy to pursue. Perhaps, too, it can be added that unemployment amongst teachers is a deterrent to much needed recruitment. There is no need to say more—a word to the wise is sufficient.

The Financial Problem

Could I now turn to the financial problem which will face you this Autumn when the estimates are being prepared? I would be the last to suggest that there should be any waste or extravagance in the field of education. Indeed, I believe it to be your duty to the public to make sure that you get real value for the money expended, but it is equally your duty to let the public know that if existing educational standards are to be maintained, it is inevitable that more money must be spent. For this there are many reasons. Because of the bulge in the birth rate, the numbers in our schools are increasing and will continue to do so for the next five years. In the coming year, we have to make provision for a quarter of a million extra children and they cannot be educated without extra cost, for they represent increased salaries, wages bills, increased loan charges, increased cost of books, stationery, machinery, equipment, fuel, lighting, rates and so on. Moreover, new schools are being built at a most expensive time. The cost of wages and materials, equipment, heating, lighting, cleaning and maintenance must inevitably be heavy. Thus, whilst our building policy is limited to essential provision, we must realize that this building involves an increasing financial burden. Education authorities, like everyone else, must buy in a time of rising prices. The cost of living is higher this year than it was last year, and this increase reflects itself in increasing wages. It reflects itself, too, in the increased cost of coke, paper, books, and so on.

Thus, if local education authorities are to keep the same standards, educate more children, build more schools and purchase educational materials at increased prices, costs must inevitably be higher this year than last.

We who are concerned about the Education Service must, therefore, face the facts. Either we must spend more money, or educational standards must decline. It may be that you think that the State should improve the education grant

It may be you take the view that the assessment of properties for rate purposes should proceed apace, so that there can be a more equitable distribution of educational burdens. Perhaps you think that the derating provisions of the 1929 Act might be reviewed, but whether the money comes from local or national resources, it is obvious that more money must be found even to maintain our existing educational provision.

I hope that local authorities will make this clear to the people whom they represent, and that every endeavour will be made, not merely to maintain standards, but to improve them.

In the earlier part of my address I emphasised the important part the teacher has to play in the educational process. That part, however, cannot be played alone for the help of other partners in the education field is needed. The task of educating youth is so onerous and so important that the partners in the field of education should endeavour to understand one another's problems, and each should support the other. Such an understanding and a desire on your part and ours to strive for the best possible for the child will make brighter the prospect for education.

A University of Technology?

Reporting to the Manchester Education Committee the Governors of the City's College of Technology state that they have recently considered the Government statement on Higher Technology, from which it appears that the Government proposes to establish a University of Technology; they have also received the Ministry of Education Circular 255, in which proposals are made for special grants for courses in Higher Technology.

Expressing their pleasure at the recognition which is thus given to the importance of developing Higher Technological education and the practical proposals which are now made for that purpose, they go on to express the opinion that among the existing Institutions for Higher Technology which might be considered as capable of development in the manner intended by the Government, the claims of the Manchester College of Technology ought to be carefully considered, since the College has, for half-a-century, incorporated the Faculty of Technology of Manchester University. It has long experience of University work, and is the main centre of technical education for the City of Manchester and much of the surrounding region as well as being, in its University work, a national, and, indeed an international, institution.

Manchester, it is pointed out, occupies a geographical position which makes it admirably suited to be a centre of Higher Technology for the country as a whole, and it can fairly claim to be in many senses the main centre of British industry.

The Governors feel that as the present organisation and status of the College of Technology have produced good results and are capable of continued development in the future it has a strong case to be considered if there is to be a University of Technology.

Plans for the development of work of University status within the College have already been made and were approved by the City Council in March of this year. They include proposals for ten new Chairs at the College; one of which will shortly be advertised, and details of two others are at present under discussion between the College and the University. It is also proposed to begin consultations with industry in the region on the development plan for the College.

Alarmed at the lack of schools in their rapidly-growing district, Elstree Rural Council have asked Herts County Council to advance the school building programme a year.

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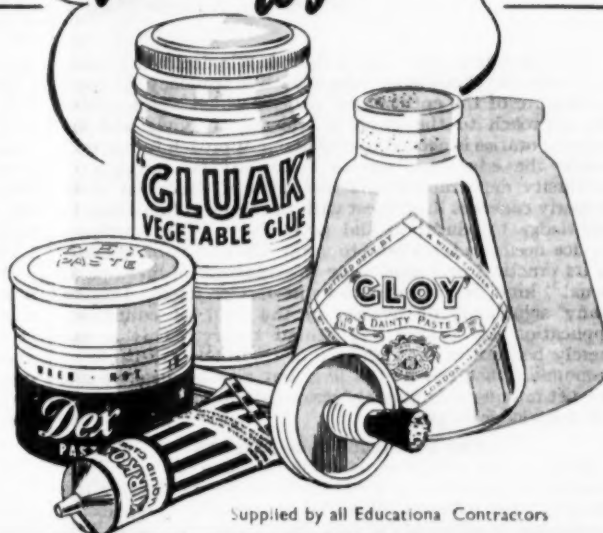
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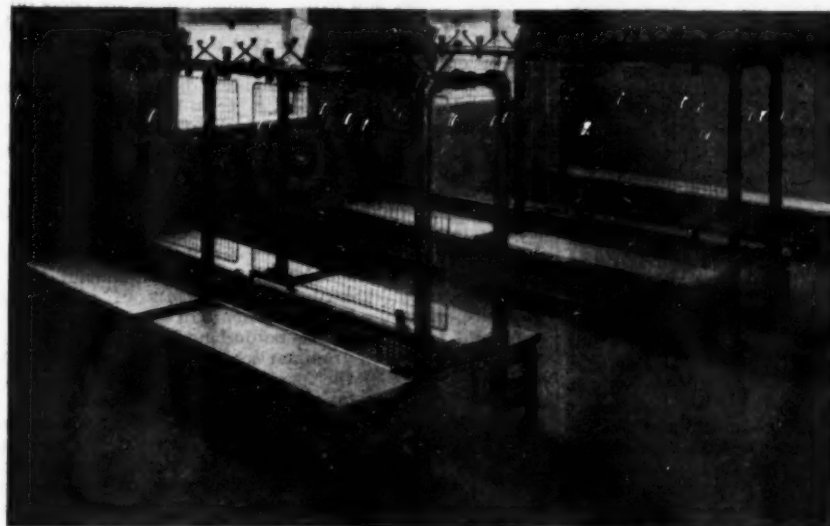
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The Role of Research within the Education Service

By Mr. BEN S. MORRIS

(Director, National Foundation for Educational Research)

Three hundred years ago Robert Boyle declared himself in favour of "knowledge which hath a tendency to use." A measure of the enthusiastic realism which characterised the approach to the physical sciences of Boyle and his contemporaries is needed to-day in our approach to research within the education service. Educational research in university departments and institutes of education quite properly concerns itself most with advances in fundamental knowledge in education and psychology. The education service needs to learn how to apply the results of research to its practical problems. For this, research of an "operational" kind, is needed within the service itself. Despite many significant discoveries in the field of education, application lags a long way behind theory. This is not merely because of the influence of tradition or because of economic difficulties or the like, but also because we are not yet making a sufficiently serious study of how to apply our knowledge in practice.

The Contributions of Research

Research in education is often despised because it is alleged that it is merely a cumbrous device for proving the obvious. Yet research has added enormously to our exact knowledge of children and how they learn. To prove this it is only necessary to glance briefly at a few important topics. For example, our study of the measurement and distribution of abilities has brought with it the concept of mental age, has given us a realistic view of the individual differences between children and has clarified the difference between the possession of knowledge and the possession of the capacity to learn. Again there are the investigations which have been made of the sources of difficulty and error in learning and of efficient and inefficient methods of teaching. These have led in turn to the invention of diagnostic and remedial devices for use with handicapped and educationally sub-normal children.

It is of course true that good teachers had some knowledge of many of these things for a long time before educational research was ever heard of. But this knowledge was intuitive and inexact. We knew that all children were not equally endowed with the capacity to learn, but research alone has given us the details of the distribution of this capacity and has enabled us to calculate what proportion of mentally defective or of highly gifted children to expect in any random sample of the population. We know that many children found it difficult to learn to write and speak correctly but it has needed research to point out and emphasise that it is the verb forms of our language which cause the most trouble. We know that many repetitions are necessary to master the vagaries of our unphonetic spelling but research has shown us the most efficient way of using repetition. Teachers have for long suspected, and have acted on their suspicions that it was possible to coach children for intelligence tests, but a great deal of research has been needed to determine the actual effects of coaching.

Neglect and Mis-application of Results of Research

When research aims only at the discovery of fresh facts or new generalisations, this inevitably contributes to the ease with which many of its results are neglected or even positively mis-used. Of course it would be idle to pretend that attention to the applications of our knowledge would end its mis-use, for the worst mis-applications spring from moral and social disorders and not from intellectual failures.

The mis-use of results of research in the physical sciences is a bye-word in our generation. It is also a terrible warning. For the mis-use of psychological knowledge can be at least as destructive as the atom bomb. I think the Nazis demonstrated that. But we are bound to make use of our psychological and educational science, and I want to see it harnessed in the service of our community along with a consciousness of our educational aims. I think a study of the use of our knowledge may help to prevent some abuses. I will return to the question of aims later.

It is not perhaps generally realised that even now there is a great deal of neglect and mis-use of the results of research in education. For example, there is a popular view that our education system should provide grammar school places for 25 per cent. of an age group. This is supposed to be the proportion who can benefit from the education given in such schools and this is held to have been shown by the facts concerning the distribution of intelligence. Logically speaking this is a simple *non sequitur*, but practically it is nonsense and dangerous nonsense at that.

Again the educational revolution designed to emancipate the primary school from drudgery and exclusive attention to the three R's has made use of many of the results of research, but like other revolutions it has gone to excess, and has ignored a number of very important facts. So much so, that we squirm at the germ of truth in the quip that the teacher is in danger of losing his freedom to teach children to read and write. Foolish things are being done in the name of advanced educational opinion. For example, there is the widespread view that a start in reading should not be encouraged before 6-7 years. The fault here is neglect of the facts about individual differences in abilities. Some children are ready and eager to learn to read at four while others have neither the inclination nor ability until they are well over seven. To deny the bright child the chance to learn to read as early as he wishes is an act of educational cruelty, just as much as the attempt to force a child to learn to read before he is ready. Both should be made punishable offences.

Yet again, we have the spectacle in some areas of intelligence tests and objective tests of attainment, which were originally devised as instruments of educational guidance, being used as instruments of selection to draw a hard and fast line in the borderland between those who should proceed to a grammar school and those who should not. One effect of this practice, adopted in the name of justice, has been to supplant human judgment by a mechanical procedure whose limits of accuracy are known to fall far short of what is required. Here we are allowing very useful servants to become our masters. The fact that there is no known or conceivable device, of judgment or measurement, sufficiently accurate for this purpose, is no defence at all. It is evidence that we are attempting something we should not be attempting.

Relation between Research and Development in Education

How do such abuses arise and what is the cure for them. They arise because we are insufficiently clear or perhaps sometimes insincere about our educational aims and because we have not fully grasped the fact that research is needed to find out and demonstrate how our existing knowledge can be used in practice in harmony with our aims.

I suggest that four steps are necessary to bring about a

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better relation between educational research and educational development. These are :

(i) Get clear about our aims. For example, do we intend to make the provisions of the Act of 1944 a reality. If so, then we must design a system of secondary education which will permit us to do it.

(ii) Learn to ask the proper questions and to seek the answers by active research whenever necessary. Do we really desire flexibility in secondary education and no final closing of doors at an early and entirely arbitrary age, or do we want to prescribe *now*, what proportion of our people are to have access to particular forms of professional preparation? If we want flexibility, what are the essential conditions for achieving it?

(iii) Learn to translate discoveries about children and teaching methods into practical techniques of guidance which the teacher can use in the classroom. The real significance of Robert Boyle and his attitude to knowledge was that he showed how his discoveries about the compressibility of air could be translated into a pneumatic engine—the air pump—a practical device. In education

now we need research into how to combine new knowledge of children with the virtues of old ways of teaching—how, to take but one example, to give children a real and concrete experience of number relations and at the same time ensure that they can carry out quickly and accurately all fundamental operations needed later in life. We need too, to provide teachers with simple and reliable means for determining whether children are making full use of their capacities and if not, why not.

(iv) Set up working models for a continuous system of educational guidance. This requires co-operative research between psychologists, teachers and administrators, and it could most effectively be done by research *within* the education service itself.

There is a new generation of research workers in education coming into being. They can, with vision and courage be brought into active partnership with committees, administrators and teachers. Research for use is what is needed, but to make this effective we must all, representatives of the public, administrators, teachers and research workers alike first get clear as to our aims and learn to ask the right questions concerning the means to realise them.

Selection for Secondary Education

By PROFESSOR P. E. VERNON, M.A., Ph.D., D.Sc.

(Professor of Educational Psychology, University of London Institute of Education.)

In the time available I cannot hope to deal in general with the problems and methods of selection for secondary education; hence I will concentrate on the value of objective tests of intelligence and attainments (English and Arithmetic) in such selection. And I will assume that we are committed to the policy of picking the best 10 to 30 per cent. of pupils at about the age of eleven years, although I am sure that most of us would prefer a policy of genuine allocation in the spirit of the 1944 act.

The N.U.T. Report on *Transfer from Primary to Secondary Schools* sets forth the main advantages of objective tests over more conventional examinations, as follows:

(1) Intelligence tests measure the capacity of children to benefit from schooling, their educability rather than their attainment, and are thus more fair to children from poor environments, or from very small schools where the teaching may be relatively inefficient.

(2) Objective tests in general eliminate the personal or subjective factor in marking, and the variations in standards which always occur between different markers of conventional examinations. Incidentally they can be marked more quickly and are administratively more convenient.

(3) Attainment tests include large numbers of short questions instead of a few long ones, and this reduces the chance factor of the luck of the particular questions. In other words they sample the whole field of attainment more effectively.

(4) Such tests are constructed by experts and every question is tried out beforehand to ensure its suitability. In conventional examinations the suitability of the questions is largely a matter of guesswork.

(5) The tests provide an easy solution to the difficult problem of age allowances. Without such allowances the oldest children in a year-group have three times as good a chance of a grammar school place as the youngest.

Many counter-arguments and criticisms have been put forward, some of which—by implanting unjust suspicions in the minds of teachers and parents—have done a considerable disservice to education. I will try to answer these in turn.

(1) *Intelligence tests do not measure innate ability, being affected by cultural opportunities at home and by linguistic education.* There is some truth in this, though it is also true that they depend more on everyday knowledge and capacity to apply such knowledge than on what is actually taught. That they do involve innate aptitude is shown by the fact that the scores of orphans agree to some extent with the scores of parents who have not brought them up. Thus they still help to reduce differences in opportunity.

In any case this criticism is irrelevant. For the capacities that tests are supposed to predict, namely success in advanced schooling or in skilled occupations, also depend on education and upbringing as well as on innate ability. Thus the intelligence tests actually work rather better because of this "impurity."

A related criticism is that the I.Q. is not constant but alters considerably after the age of eleven. This too is true, but it is a matter of degree. The average child maintains the same I.Q. within about seven points during his secondary schooling, and only rare cases show gains or losses of twenty to thirty points. Hence the usefulness of tests for predicting success is not seriously upset—the intelligence test never being the sole deciding factor. This unreliability can also be reduced by applying two or more, instead of a single, test.

A distinct problem is the effect on the I.Q. of practice at tests, or coaching by teachers or parents. Dr. Dempster is going to deal with this.

(2) *Tests fail to measure such personality qualities as industriousness, which are essential to success in the secondary school, and which are covered by conventional examinations or by teachers' judgments.* True the intelligence test is not intended to measure character or temperament; and although such qualities enter to some extent into success at attainments tests they probably do not receive sufficient weight. However it is untrue that they can readily be assessed by any other procedure. The following are some of the possibilities:

(i) Examinations based on English compositions or on long arithmetic problems. These at once introduce unreliability and the subjective element into marking. Moreover the evidence of follow-up investigations



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indicates that they do not actually give any better predictions of secondary school performance.

(ii) Consultation of primary school cumulative record cards, or collection from primary schools of estimates of "capacity to benefit from grammar school education," of suitability of personality, industriousness, etc. I am entirely in favour of this being done in respect of the pupils from any one primary school. The teachers can provide valuable orders of merit. What they cannot do is to compare their pupils with those from other schools. Their judgments must be scaled to eliminate variations in standards, or equated by—for example—Valentine's quota scheme. Unfortunately this breaks down in areas where numerous small schools submit very small numbers of candidates. Research also shows that though scaled estimates of "capacity to benefit" are useful, additional judgments of personality qualities add nothing at all, and should not be taken into account.

(iii) Interviews by secondary school heads. These are known to be thoroughly unreliable, except perhaps for assessing nice manners and speech, good home background and the like.

(iv) A trained educational psychologist can make a thorough study of the personalities and homes of borderline pupils. Though probably valuable, this is obviously limited to rather small numbers.

(3) *Tests select the "slick" pupils rather than the "slow but sure," or those with good memory or attention, or possessed of real originality and imagination.* Much the same answer may be made, namely that there is no known method of assessing such qualities more reliably than by tests and by teachers' estimates of "capacity to benefit." At the same time I admit that our tests might be improved or extended in various directions to give a little more scope for such qualities; e.g., the emphasis on speed might be reduced. But experimental investigation to settle such questions is inevitably lengthy.

(4) *Selection testing constitutes a serious strain for young children; many fail to do themselves justice and ruin their whole careers through nervousness on the day of the tests.* This same criticism applies to any other form of examination, and it is the fault of the parents and the schools rather than the tests. Actually most children are not upset, provided the schools encourage sensible attitudes. The unfairness that may result from a pupil's having an "off-day" can be much reduced by various measures which are already adopted by many authorities:

(i) Having two or three sets of tests spread over the last half-year, instead of one set on one day.

(ii) Substituting scaled teachers' estimates, or the quota scheme, for attainments tests. Such estimates are based on the whole of a pupils' primary school work instead of on an hour or two's examination.

(iii) Allowing primary school heads to recommend special cases of children who, they think, have failed to do themselves justice for re-testing or reconsideration.

(iv) Making easier arrangements for later transfers to and from the grammar schools.

(5) *Tests have an undesirable effect on the primary school curriculum.* Unfortunately it is true that in many schools most of the last year is spent on coaching for the tests. History, geography, and even English composition get crowded out so that pupils enter the grammar schools poorly educated in many respects. Similar troubles have occurred with other types of examinations used in the past, and no full solution is possible so long as selection is highly competitive. The substitution of teachers' estimates for external attainments test would be a real help, since the schools could then base such estimates on any work they regarded as educationally valuable. One hopes that

coaching on intelligence tests will decline as teachers come to realise how ineffective it is in large amounts. In some areas, compositions or other examinations differing from the objective tests, have been re-introduced. Though these may have little predictive value, and though they may not even be marked except among borderline candidates, they do help to reduce the "backwash" that has resulted from selection by tests alone.

In conclusion, I would point out that the arguments in favour of tests, and the answers to criticisms, are not merely theoretical. Psychologists are more assiduous than any other examiners in following up their selection procedures in order to see which do in practice select the most successful pupils (The definition of "success" is controversial. Marks in school work and examinations two or three years later, or in the School Certificate, are generally taken as the criterion, since it is difficult to reach agreement on any other index.) Many investigations show that intelligence tests, despite the criticisms mentioned, give one of the best indications of success. Attainments tests, examinations, and scaled teachers' estimates are sometimes a little better, sometimes poorer, and a combination of several of these is best of all. But estimates without scaling are certainly less predictive.

Our present day predictions are, however, far from perfect, as shown by the following table, which assumes that we are trying to pick the best 20 per cent.

	Satisfactory in Grammar School		Per cent.
		Unsatisfactory	
Selected by intelligence and attainment tests	13	7(wrong accepts)	20
Rejected by tests	7 (wrong rejects)	73	80
	20	80	100

Though we make only some 14 per cent. of errors of classification over-all, yet among those who enter the grammar schools about one third are unsatisfactory. Psychologists are not complacent about this, though they point out the difficulties of determining any more accurately how a child studied at eleven years is going to turn out in the next two to five years, when so many conditions may alter. Their tests are not as good as they would wish, but they are as good as any other method at present available, and better than methods relied on in the past.

Slow Rate of School Building

Educational building in some areas in Wales is barely keeping pace with the new demand created by the rise in the birth rate and by new housing developments, said Sir Ben Bowen Thomas, Permanent Secretary, Welsh Department, last month. This is due to the slow rate of building, a problem which needs to be tackled seriously in these areas. Since the war, school building projects involving the provision of 45,000 new school places have been sanctioned; on September 10th, 1952, only 18,000 of these were actually available.

A number of schools started in 1949 are still not completed, to the extent of 7,000 school places, and schools started in 1950 have 8,000 school places outstanding. Our schools, added Sir Ben, are therefore still taking an unduly long time to build. Austerity in planning and economy in executing are still watchwords, and the guidance given by the Ministry in placing an upper limit of cost per place holds good in spite of rising prices. The work of the secondary modern schools during these years is steadily improving. The historian of the future will count their appearance as one of the most significant developments in education.

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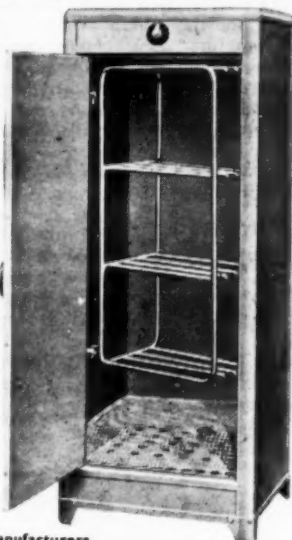
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Great Increase in Number taking Adult Education Courses

The number of people attending courses of adult education has greatly increased in recent years said Miss Florence Horsbrugh, the Minister of Education, when addressing a conference of the National Institute of Adult Education at Cambridge. Before the last war there were between 50-60,000; now the figures have gone up to about 160,000.

Miss Horsbrugh said that there had been a most encouraging increase in the number attending evening classes and there had also been a rapid development of short course residential colleges maintained or assisted by local education authorities. This was one of the most striking forms of progress.

"Why did people come to these classes and what is the demand you are called on to meet?" asked the Minister. "I put first the real satisfaction that comes from the pursuit of knowledge, the search for truth and beauty, the wider outlook that brings real happiness. This is no mere escapism from one's daily work. The more we develop our mental activities the more we become alive and we are able to do better work and realise its importance. Work and leisure will cease to be in watertight compartments. We shall find some unity in life."

The teacher's job, said the Minister, was not only to impart knowledge but to stimulate and inspire greater and wider interest. It was not for her to give practical advice, but because of the recent expansion and increasing complexity of adult education she felt that it was not altogether a matter of regret that financial necessities dictated that the next few years must be a time for consolidation. This was not an arbitrary decision but resulted from the realities of the present situation. She suggested that it should lead in two directions. One should be towards clarity of purpose. Courses would be effective and students keen to the extent to which it was decided what the courses sought to achieve and how far they were adapted to the needs and interests of the groups and individuals who took them. She welcomed the fact that the Institute was to launch a comprehensive study of the proper relation between vocational and humane studies.

The other direction was improvement in the quality of provision. If the number of classes had to be limited, it could be ensured that the classes were really worth while, tutors were the best obtainable, members were keen, syllabuses were well-thought out, and classes with sagging attendances or of doubtful use cut out.

"Mere expansion of facilities and increase of numbers are insufficient criteria of success," concluded Miss Horsbrugh. "I believe our main concern should be with quality."

State Scholarships for Mature Students

Arrangements for the award of State Scholarships for Mature Students will be continued in 1953 on the same general lines as hitherto. The scholarships, of which not more than thirty will be available for award in 1953, have been instituted in order to provide opportunities for university education to men and women over twenty-five years of age, who were unable to take a university course at the normal age, but have pursued some form of continued study since leaving school and appear specially likely to derive benefit from an honours degree course at a university as mature students.

Full particulars of the scheme together with conditions of entry and details of the financial value of the scholarships are contained in the leaflet Form 1 U.M. (1953), copies of which, and of the forms of application, Form 2 U.M. (1953), may be obtained from the Ministry of Education. The revised final date of entry for the submission of applications is December 31st.

Will to live of Bangor Training College

One of the senior Teacher Training Colleges in Wales, and the largest, is not being borne down by the weight of years, said Sir Ben Bowen Thomas, at the opening of a new hostel for the North Wales Training College, at Bangor. Its building achievements since 1945 gave abundant evidence of its will to live and equip itself for future service.

In the years of increasing demand and competition for teachers, Wales had done well. There were now signs that the peak of annual recruitment for women and for men had been passed.

In 1952, 413 women had so far been admitted to teacher training colleges, as compared with a total of 480 in 1950. There was also a slight decrease in the intake of men students. It was important that the quality of candidates for the teaching profession should be maintained.

The United Kingdom as a whole needed quantity, too, and we should be watchful lest the decrease in the number of applicants should cause their number to fall to a dangerously low point.

The expansion and improvement of the facilities in the College were designed to give our schools and our country the best teachers, the best as persons as well as practitioners.

C.O.P. Tea-Discussions

The success of the experimental series of Tea-Discussions in the Autumn of last year and the Spring of this year has encouraged the Council of the College of Preceptors to arrange a further series starting this month. The Educational Foundation for Visual Aids are responsible for seven of the thirty-one programmes and in this series is included a new venture for Parent Teacher Associations. Newcomers to these programmes of Tea-Discussions are the School Broadcasting Council for the United Kingdom and once a month an interesting subject, including, where possible, extracts from broadcast material, will give teachers an opportunity of expressing their opinions to the people responsible for the Broadcasts to schools. Other Societies new to the series of Tea-Discussions are the Central Council for Health Education, City and Guilds of London Institute, Educational Drama Association, Educational Puppetry Association, Graduate Teachers' Association, London Continuative Teachers Association, Society of British Esperantist Teachers, Society for Education in Art, Society for the Promotion of Christian Knowledge, and the Speech Fellowship. Societies which were responsible for making the last series such a success—namely, British Ship Adoption Society, Institute of Christian Education (and the Religious Education Press), Modern Language Association, National Froebel Foundation, National Institute of Industrial Psychology, Royal Drawing Society, School Journey Association, and Society of Film Teachers, are again included.

World Illiteracy

The steps being taken by Unesco to combat the problem of world illiteracy are described by the Director General of the United Nations Educational, Scientific and Cultural Organisation in his report to the United Nations for 1951-52 (H.M. Stationery Office, 15s. 6d.).

Half the population of the world, says the report, is illiterate and not only the total number but also the percentage of illiterates is rising. "It is impossible to stand by and do nothing," says the Director General, "Present conditions can be improved and the far-reaching reforms of to-morrow will depend on the progress we make to-day. Drastic methods are needed for this period of transition." To provide them is the aim of "fundamental" education, which forms a considerable part of Unesco's programme.



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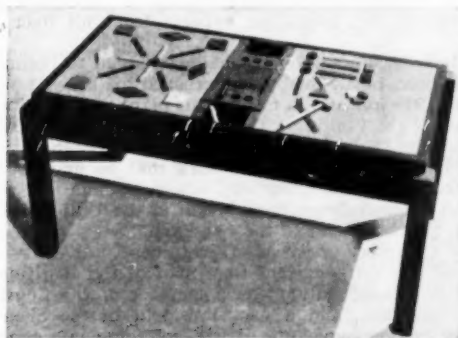
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Teacher Exchange with America

The British Committee for the Interchange of Teachers between the United Kingdom and the United States is now inviting teachers in the United Kingdom to apply for inclusion in the 1953-54 group of exchange teachers. The Committee hopes to arrange for 100 British teachers to exchange posts with a similar number from the United States.

Teachers wishing to apply for exchange should write as soon as possible to the British Committee for the Interchange of Teachers, Concord House, 11, Charles Street, London, W.1. Completed application forms should reach the Committee by 15th November next.

Sir Harold West becomes Master Cutler

A pioneer of education in industry, of training for management, and the originator of the most ambitious apprentice training scheme in the country will be Master Cutler during Coronation year. He is Sir Harold West, one of Britain's leading industrialists, managing director of Newton Chambers and Co., Ltd., the ironfounders, engineers and chemical manufacturers. Installed as the 315th Master Cutler, he becomes head of the ancient Company of Cutlers in Hallamshire, and so virtually spokesman for Sheffield Industry.

Sir Harold was knighted for educational and industrial service in June, 1949, and this citation yields one of the secrets of his successful administration of a great and complex works; for he has applied education to industry at all levels, from management to apprentices; not only to make people better at their work, but to increase their interest in it. His own firm's scheme for apprentice training, which he organised, is generally acknowledged to be the finest of its kind in the country, and visitors to see it in operation have included cabinet ministers, and industrialists and education experts from all over the world.

The new Master Cutler originally intended to become a civil engineer, but a shell which crushed his knee at Vimy Ridge in 1916 forced him to alter his plans; and he joined the staff of the Contracts Department of the War Office, and became Deputy-Director. It was through visiting Sheffield in the course of this work that he first became interested in Newton Chambers, whom he joined in 1919, to travel extensively on their behalf in the United States, Canada, South Africa and the Far East.

He is a member of various Government, university and industrial committees; was Chairman of the Institute of Industrial Administration; is a member of the Court of Leeds University, and a past President of the Sheffield Chamber of Commerce, and it will not come as a surprise to those who know of his deep interest in Youth Movements to learn that he has for years been actively interested in the Boy Scout movement; he is County Commissioner for South Yorkshire.

The number of youth organisations affiliated to the Walsall Youth Committee is 53. The number of young persons associated with these organisations is 5,129, of whom 2,247 are boys and 2,882 are girls.

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HELIX

Comprehensive Schools in Breconshire

As from the commencement of the current term the Builth and Vaynor and Penderyn Secondary Schools under the Breconshire Education Committee have become comprehensive schools, admitting all children who are eleven years of age and over on September 1st.

Pupils will be graded according to (i) school records; (ii) school record cards; (iii) personal recommendation of the head teacher of the primary school.

It will be open to the head teachers of schools to group the pupils during the first two years and that one form will have an education of the grammar school type and the other an education of a non-grammar type which may be either modern or junior technical in scope and extent.

Canadian Graduates to train in U.K.

Thirty-five Canadian engineering graduates have just arrived in this country to take up awards under the Athlone Fellowship scheme. These fellowships are awarded by H.M. Government to enable suitably qualified young Canadian engineers to avail themselves of post-graduate training in the United Kingdom. The scheme was first introduced last year; awards will be made annually. The fellowships cover the cost of transport, fees and maintenance and are tenable normally for a maximum period of two years. They are available for the following options: (a) works training in one or more approved industrial organisations; (b) post-graduate study in a United Kingdom university or college or research establishment; (c) a combination of (a) and (b); or (d) research in a United Kingdom university leading to the degrees of M.Sc. or Ph.D.

Twenty-seven of the fellowships are awarded to newly graduated candidates and eight to graduates from industry.

Experiment in Secondary Education

The Ministry and the Pembrokeshire Education Authorities are to-day committing themselves to an experiment in secondary education, said Sir Ben Bowen Thomas at the laying of the foundation stone of the new Pembroke Grammar School.

This school, on its grammar side, would respect traditional forms and standards and on its technical side would use the world of agriculture as a means of education, exploiting its facts and theories, terms and practices in classroom and laboratory.

Its residential position marked it as a county school in reality equipped to receive pupils from the whole countryside of Pembrokeshire. It was traditional and contemporary in its purpose. Educationists throughout the country would look forward eagerly to the day when it would open its doors.

Wool Education Society

Details and programmes are now available of the lectures to be delivered to the Wool Education Society Branches in Leeds, Manchester, Liverpool and Cambridge during the 1952/53 session. These are in addition to the meetings to be held in London at the Royal Institution and the Royal Society of Arts. Particulars can be obtained from the Education Department, International Wool Secretariat, 18-20, Regent Street, London, S.W.1.

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School Medical Officer on Co-ordination with Hospital Service

Writing under the heading of "Co-ordination" in his annual report on the "Health of the School Child" in Dorset, Dr. A. A. Lisney, County School Medical Officer says, co-ordination with the hospitals is still uncertain and spasmodic. While there has been a great deal of help and advice from consultants and almoners on specific cases, the full flow of information which was expected from the hospitals after the National Health Service Act came into force has not taken place. There are several reasons given for this lack of liaison: the hospitals plead shortage of clerical staff while the consultants plead breach of professional confidence. The latter is a matter of importance and requires careful consideration, as it is obviously undesirable for confidential information to be circulated unless the individual concerned is going to benefit. There is room, however, for an increase in the amount of useful information exchanged, although it is not desired to return to the immediate post-war era when the responsibility of paying hospital fees rested on the local education authority and the reports, used as bills for payment, arrived punctually on Monday mornings.

After nearly four years' working of the National Health Service Act, it seems unlikely that there will be a much closer link with the hospital service than there is at present. This is due to the inherent defects in the Act itself, and more than individual co-operation and goodwill is required to remedy it. There is, for example, little opportunity for contact or exchange of ideas between the hospital paediatrician and the medical officer responsible for the health of school children. The consultant, working solely in the hospital, is concerned with treatment; he is interested in the cause of defects and handicaps and in the conditions to which the child returns from hospital, but he has not often an opportunity to meet the medical officer to discuss these problems, to give him guidance, to see for himself how a normal schoolchild is taught in an ordinary school, or the handicapped pupil in a special school.

This situation has arisen because the school medical officer and consultant work in separate spheres, controlled by different statutory bodies who do not themselves see the benefits to be gained by bringing about a closer relationship between their respective medical personnel; a relationship which was possible by the full exploitation of joint appointments. Doctors, whether medical officers or general practitioners, benefit from contact with hospitals and consultants, and arrangements could have been made for medical officers to undertake duties in the children's wards, and for general practitioners to have attachments in the medical and surgical wards. Such appointments, apart from their value in promoting skill among the medical staff, would have helped to overcome the shortage of resident medical officers in hospitals.

Unfortunately, these steps have not been taken. The three main branches within the health service go their separate ways, and while the general practitioner complains that he is becoming a referral agency and uses his pen more than his stethoscope, the medical officer feels that the scope of his work has been limited. Before the National Health Service Act, the medical officer was responsible for maintaining and treating school children as patients, and there were various schemes, orthopaedic, ear, nose and throat, opthalmic, and many others developed by the local authority in which the medical officers had become expert; these functions have now become part and parcel of the hospital service.

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Equal Pay

Expressing their grave disquietude by Mr. Butler's announcement that he can hold out no prospect of the early introduction of equal pay for men and women in the Civil Service, even by gradual stages, the National Union of Women Teachers in a press statement say that women teachers feel very strongly on this matter and that as "there is little likelihood of any radical improvement in the economic condition of the country for years to come, so reiteration that the Government will make a start on the establishment of equal pay when circumstances permit is nothing but an evasion of a moral obligation to put into practice a principle to which successive Governments have given lip-service for over thirty years."

University City for Budapest

An area of 32 acres has been set aside on the banks of the Danube in Budapest to serve as a site for a new University city. It will rehouse the Budapest Technical University, now undergoing considerable expansion.

A five-storey building 730 feet long will be completed by the end of this year, and will house the university's main offices, the council chamber and assembly halls.

Faculties will have their own buildings, of which two are nearing completion. A large hall with an area of 14,200 square yards of floor space will contain the university workshops and the electrical engineering research department.

Central Bureau for Education Visits

The Trustees of the Central Bureau for Educational Visits and Exchanges have appointed Miss V. M. Atkins as Secretary to succeed Mr. F. C. A. Cammaerts who has taken up his appointment as Head Master of Allyn's Grammar School, Stevenage. Mr. Cammaerts was Director of the Central Bureau from its inception in April, 1948, until August, 1952. Miss Atkins has been Assistant Director of the Central Bureau since October, 1948.

ECKO assists Education

Mr. G. W. Godfrey, Executive Director, Radio Sales, of E. K. Cole, Ltd., and Mr. E. W. Shepherd, Service Manager, participated in the recently concluded Radio and T.V. Teachers' Vacation Course organised by the Ministry of Education in conjunction with the R.I.C. Mr. Shepherd's lecture dealt with "Wound Components as applied to T.V." and a final talk was given by Mr. Godfrey on "The Future of Television and its Industrial Possibilities." This is the third year that ECKO have taken part in the Course.

Mr. Shepherd has also been invited to deliver the opening lecture of the season at the Leicester College of Technology, and he will deal with the ECKO T164 television receiver and "Spot-wobble."

Mr. A. J. Price has been appointed Principal of Chester College in place of Canon Stanley Astbury who is retiring on December 31st.

To encourage brass bands in schools and to help in their development, the National School Brass Band Association has recently been formed with Mr. Boyd Neel as president.

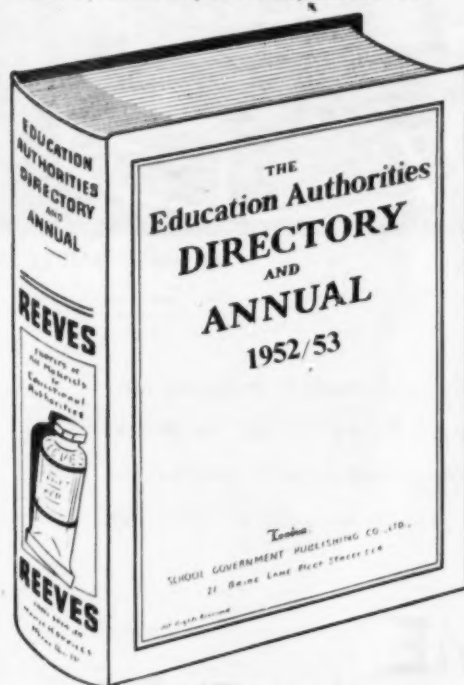
The Editor regrets that, owing to pressure on space by the full report of the Divisional Executives Conference, a number of articles and features have unavoidably been held over.

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